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ABSTRACT

The work and salary cost of university faculty employed on a part-time basis is compared to the work and salary cost of full-time university faculty. Profiles developed for each group allow comparisons with full-time faculty on three dimensions: identity by full-time equivalency and rank, workload, and salary cost. Data on part-time and full-time faculty in selected disciplines were obtained from five public state universities in the southern United States. Only regular daytime faculty were included. Data were collected on rank; discipline; full-time equivalency; academic year salary; instructional load in courses, students, and student credit hours for one semester; and faculty activities reported by faculty. The results indicate that the part-time faculty members constitute only about six percent of the total faculty, significantly less than reports of 20 to 25 percent nationwide. There is no consistent pattern in the work of part-time faculty: two universities rely on part-time faculty primarily for instruction, two rely upon part-time faculty for both research and instruction, and one relies upon part-time faculty primarily for research. Part-time faculty do cost less at each university when hourly wage rates are calculated. The instructional load cost of part-time faculty is also less at each institution. (SC)

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PART-TIME UNIVERSITY FACULTY:

AN ANALYSIS OF WORK, AND SALARY COST

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#37

This paper reports the results of a study describing the relative work and salary cost of university faculty employed on a part-time basis. Although a number of researchers have studied the work of full-time faculty (Doi, 1974; Hodges, 1977; NCHEMS, 1973; Stecklein, 1961, 1974) and the salary cost of that work (Crothers, 1973; Gonyea, 1978; NCHEMS, 1977), there have been few studies extending this research to part-time faculty (Leslie, 1978a, 1978b; Lombardi, 1975; Tuckman, 1978) and apparently no studies focusing on part-time faculty in the university setting.

Part-time faculty are important as a manpower resource for institutions of higher education and as members of a growing national workforce of part-time employees. Among institutional administrators part-time faculty are often perceived as a solution to current financial pressures; conventional wisdom suggests that they cost less than full-time faculty and provide greater flexibility in staffing (McCabe and Brezner, 1978). At the national level, the growth of a part-time labor force is one of several changes currently taking place in the traditional work structure (Bernstein, 1977; Kanter, 1978); these changes appear to accommodate employee demands for job flexibility and to divide available work among a greater number of workers (Clark, 1977; O.E.C.D., 1973). In view of the importance of part-time faculty to the perceived fiscal

soundness of higher education and as representative of developments in the national labor force, this study seeks to gather baseline data for the development of informed policy on part-time work in one sector of higher education, the university.

Several factors make research on part-time university faculty timely. One is the actual size of the part-time faculty work force. Recent figures suggest that roughly one-third of all higher education faculty in the U.S. are part-time (Leslie, 1978b). Most of these are in community colleges; in four-year colleges and universities there is a smaller proportion of part-time faculty, approximately 20 to 25% (Leslie, 1978b). Research suggests that there is considerable variation from these patterns even within sectors. Still, part-time faculty constitute a large segment of the academic work force. The strength of their numbers becomes particularly apparent when compared to the national labor force where approximately one-fifth of all employees are part-time (Leslie, 1978a). A second factor which makes research on part-time university faculty timely is the demand/supply disequilibrium in the full-time faculty labor market (Trivett, 1977). At present, the market supply of hopeful full-time faculty exceeds available full-time positions. Administrative policy, which divides academic work among those willing to perform it, affects not only the short-term viability of an institution but perhaps also the long-term viability of the academic enterprise. These long-term effects are particularly relevant to universities which may, in denying employment to promising young scholars,

cost universities and society the benefit of new ideas and research achievements (Baratz, 1978; Blackburn, 1978).

The Problem

This study is concerned with describing the work and salary cost of part-time university faculty relative to full-time university faculty. Profiles of both groups are developed to provide a basis for comparison. These profiles allow description of part-time faculty on three dimensions--identity by full-time equivalency and rank, workload, and salary cost--relative to full-time faculty. Stated more simply, these profiles provide answers to the following questions: Who are part-time faculty? What do they do? How much does it cost?

Definitions

Part-time faculty are defined as those faculty holding less than full-time appointment as stipulated by the employing institution. Part-time faculty so defined may be counted in two ways--headcount and full-time equivalency (FTE). Descriptions in this study are based on full-time equivalent part-time faculty so that a meaningful comparison to full-time faculty may be drawn. Faculty rank includes professor, associate, assistant, instructor, and lecturer.

Work is described by two established measures of workload, faculty activity analysis and instructional load. Faculty activities are defined as those activities which compose the "full professional life" of a faculty member. In the faculty activity analysis, faculty are asked to report the amount of

time spent weekly in each faculty activity. These activities are categorized in this study as 1) instruction, 2) instruction-related, 3) research, and 4) public service and other activities. The second measure of faculty workload is instructional load and includes number of courses taught, students enrolled, and student credit hours generated by each faculty member.

Salary cost is based on the academic year salary per full-time equivalent. The salary cost of faculty activities is measured by dividing academic year salary by the percentage of time spent in each faculty activity. The salary cost of instructional load is measured by dividing the combined salary cost of instruction and instruction-related activities by each measure of instructional load--courses, students, and student credit hours.

Research Design

Data on part-time and full-time faculty in selected disciplines were obtained from five public state universities in the southern region of the nation. Data from four institutions was based on fall 1977 and from the fifth was based on fall 1975. The disciplines included a mix of pure and applied fields--English, history, biology, chemistry, psychology, sociology, engineering, business, and education. Only regular daytime faculty--part- and full-time--were included. The data were gathered by institutional researchers in aggregate form and made available to the researchers. Data items included rank, discipline, full-time equivalency, academic year salary,

instructional load in courses, students, and student credit hours for one semester, and faculty activities reported by faculty. Analysis of the data was performed using a Fortran computer program to calculate means and percents describing part-time and full-time on the above items.

Who Are Part-Time Faculty?

Our results indicate that, contrary to other reports, part-time faculty constitute only a miniscule portion of the university faculty workforce in our study. Of the 2169 faculty members included in our study, only 137 or 6% were part-time. When this headcount figure is calculated to reflect full-time equivalents, there are only 60.5 full-time equivalent part-time faculty or 3% of all faculty. Table 1 describes these distributions in greater detail and presents data for each university. University A had the most FTE part-time faculty with 20.2 or 5% and University B the least with 6.6 or 2%.

Identification of part-time faculty by rank indicates that two-thirds of the part-time faculty hold the lower ranks of instructor and lecturer. In contrast, two-thirds of the full-time faculty hold the upper ranks of professor and associate. Table 2 illustrates these rank distributions in greater detail.

What Do They Do?

An analysis of the time spent in faculty activities by part-time faculty (see Table 3) indicates that, for all institutions combined, both FTE part-time faculty and full-time faculty reported that they worked an average of 55 hours

TABLE 1

HEADCOUNT AND FULL-TIME EQUIVALENT DISTRIBUTION OF PART- AND FULL-TIME FACULTY BY UNIVERSITY

	HEADCOUNT		FULL-TIME EQUIVALENT	
	N	%*	N	%
UNIVERSITY A PART	44	(10.3)	20.2	(5.0)
FULL	382		382	
TOTAL	426		402.2	
UNIVERSITY B PART	14	(3.3)	6.6	(1.6)
FULL	412		412	
TOTAL	426		418.6	
UNIVERSITY C PART	39	(8.4)	15.7	(3.6)
FULL	423		423	
TOTAL	462		438.7	
UNIVERSITY D PART	19	(4.8)	8.7	(2.3)
FULL	377		377	
TOTAL	396		385.7	
UNIVERSITY E PART	21	(4.8)	9.3	(2.1)
FULL	438		438	
TOTAL	459		447.3	
ALL UNIVERSITIES PART	137	(6.3)	60.5	(2.9)
FULL	2032		2032	
TOTAL	2169		2092.5	

*PERCENTAGES FOR PART-TIME FACULTY ARE CALCULATED AS A PERCENTAGE OF THE TOTAL FOR EACH UNIVERSITY. PERCENTAGES FOR FULL-TIME FACULTY AND TOTAL FACULTY (100.00) FOR EACH SCHOOL ARE OMITTED FOR CLARITY.

TABLE 2

HEADCOUNT AND FULL-TIME EQUIVALENT DISTRIBUTIONS OF PART- AND FULL-TIME FACULTY BY RANK FOR ALL UNIVERSITIES

	PART		FULL
	HC	FTE	HC/FTE
	N	N	N
PROFESSOR	14	6.3	743
ASSOCIATE	8	3.9	578
ASSISTANT	21	8.9	524
INSTRUCTOR	76	34.2	167
LECTURER	18	7.2	20
ALL RANKS	137	60.5	2032

	%	%
PROFESSOR	10.3	36.6
ASSOCIATE	6.4	28.4
ASSISTANT	14.7	25.8
INSTRUCTOR	56.6	8.2
LECTURER	11.9	1.0
	100.0	100.0

TABLE 3

MEAN WEEKLY HOURS SPENT IN FACULTY ACTIVITIES BY PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	N HOURS	(PART HOURS AS % OF FULL)
UNIVERSITY A		
PART	41.2	(74.5)
FULL	55.3	
UNIVERSITY B		
PART	NA	NA
FULL	NA	
UNIVERSITY C		
PART	48.8	(101.8)
FULL	47.9	
UNIVERSITY D		
PART	84.6	(139.1)
FULL	60.8	
UNIVERSITY E		
PART	68.4	(118.5)
FULL	57.7	
ALL UNIVERSITIES		
PART	55.1	(99.6)
FULL	55.3	

per week. When, however, these data are examined by individual institutions, there is considerable difference in the reported work week of part- and full-time faculty at three of the four institutions for which data were available. At University A the 41-hour work week reported by FTE part-time faculty is only equivalent to 75% of the 55-hour work week reported by full-time faculty at that institution. In contrast, the 85-hour work week reported by FTE part-time faculty at University D is 139% of the 61-hour work week reported by full-time faculty at that institutions.

A breakdown of these hours into percent time spent in each faculty activity (see Table 4) indicates that, for all institutions combined, part-time faculty reported that their work is concentrated in instruction and research, a pattern which is similar to full-time faculty. More specifically, as Table 4 indicates, part-time faculty reported that they spent 64% of their time in instruction, 24% in research, 7% in public service and other activities, and 5% in instruction-related activity. Full-time faculty reported that they spent slightly less time than part-time faculty in instruction (55%), roughly the same in research (26%), but slightly more time in instruction-related activity (10%), and public service and other activities (10%). In other words, the workload reported by part-time faculty, as revealed by the percentage of time spent in faculty activities, is not greatly different from the workload reported by full-time faculty when viewed in the aggregate. However, this comparison does not hold for the individual institutions.

TABLE 4

MEAN PERCENT TIME SPENT IN FACULTY ACTIVITIES BY PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	FACULTY ACTIVITIES				
	INSTRUCTION %	INSTRUCTION-RELATED %	RESEARCH %	PUBLIC SERVICE AND OTHER %	TOTAL %
UNIVERSITY A					
PART	91	4	4	1	100
FULL	56	16	18	10	100
UNIVERSITY B					
PART	52	5	42	2	100
FULL	56	10	28	7	101*
UNIVERSITY C					
PART	98	1	0	0	99*
FULL	68	5	20	7	100
UNIVERSITY D					
PART	60	3	35	1	99*
FULL	51	15	22	13	101*
UNIVERSITY E					
PART	30	3	50	17	100
FULL	48	9	28	16	101*
ALL UNIVERSITIES					
PART	64	5	24	7	99*
FULL	55	10	26	10	101*

*ROUNDING ERROR

At Universities A and C, the workload reported by part-time faculty is considerably different from that of full-timers; part-time faculty reported that they spent over 90% of their time in instruction in contrast to full-time faculty who spend around 50%. At University D, part-time faculty reported that they spent more time in instruction than full-time faculty; however they also reported that they spent more time in research. At Universities B and E, still a different pattern emerges. Part-time faculty reported less time than full-time faculty in instruction and more time in research; this contrast is particularly pronounced at University E where part-time faculty reported 30% of their time in instruction and 50% in research in contrast to full-time faculty who reported 48% of their time in instruction and 28% in research.

Examination of the data on instructional load--courses, students, student credit hours--provides further insight into the work of part-time faculty. Table 5 indicates that for all institutions combined (four only) FTE part-time faculty teach more courses to more students and generate more student credit hours than full-time faculty. The average FTE part-time faculty instructional load is 3.9 courses, 107 students, and 310 student credit hours compared to the average full-time faculty instructional load of 2.9 courses, 69 students, and 176 student credit hours. Closer examination of the data on an institutional basis indicates that this pattern holds for Universities A, B, and D, but not for University E where the part-time faculty instructional load is lighter than that of full-timers. This

TABLE 5

MEAN FACULTY INSTRUCTIONAL LOAD OF PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	INSTRUCTIONAL LOAD					
	COURSES		STUDENTS		STUDENT CREDIT HOURS	
	PART	FULL	PART	FULL	PART	FULL
UNIVERSITY A	3.9	3.3	130	79	373	241
UNIVERSITY B	NA	NA	NA	NA	NA	NA
UNIVERSITY C	4.9	3.6	141	99	458	261
UNIVERSITY D	7.0	3.8	135	93	349	251
UNIVERSITY E	2.3	3.8	44	74	107	136
ALL UNIVERSITIES	3.9	2.9	107	69	310	176

is not surprising in light of the differences just discussed between part- and full-time faculty in instruction activity at University E.

How Much Does It Cost?

On an annual basis, part-time faculty average salary per FTE is less than full-time salary for the five universities combined. Part-time faculty per FTE receive roughly $13,000 for an academic year and full-time faculty roughly $20,000. At this rate part-time faculty earn 65% of the salary of full-time faculty per FTE. There is, however, considerable variation by institution as Table 6 indicates. Universities A and D illustrate the extremes. At University A part-time and full-time faculty salaries are, respectively, $5000 and $21,000. In other words, part-time faculty at University A earn about one-fourth the salary of full-time faculty per FTE. At University D the situation is reversed to some extent and part-time faculty earn more per FTE than full-time faculty, $20,000 and $18,000, respectively.

The availability of hourly data at four of the institutions also allows calculation of salary in terms of the effective mean hourly wage rate for part-time and full-time faculty (see Table 7). These rates are helpful in eliminating annual salary differences which may be attributed to work week differences. When the effective mean hourly wage rate is computed, there is no institution at which part-time faculty earn more than full-time. For all institutions, the part-time hourly rate per FTE of $6.89 is 62% of the $11.16 rate of full-time faculty.

TABLE 6

MEAN FACULTY ACADEMIC YEAR SALARY FOR PART- AND FULL-TIME PER FTE BY UNIVERSITY

	MEAN ACADEMIC YEAR SALARY	
	PART	FULL
UNIVERSITY A	$ 5012	$20657
UNIVERSITY B	18820	20400
UNIVERSITY C	13872	19469
UNIVERSITY D	20394	18495
UNIVERSITY E	17014	20317
ALL UNIVERSITIES	$12875	$19883

TABLE 7

MEAN HOURLY WAGE RATE FOR PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	MEAN HOURLY WAGE RATE*	
	PART	FULL
UNIVERSITY A	$3.82	$11.73
UNIVERSITY B	NA	NA
UNIVERSITY C	8.88	12.70
UNIVERSITY D	7.53	9.51
UNIVERSITY E	7.77	11.00
ALL UNIVERSITIES	$6.89	$11.16

*BASED ON MEAN ACADEMIC YEAR SALARY (TABLE 6) AND MEAN WEEKLY HOURS (TABLE 3). FORMULA = SALARY/2 (SEMESTERS)/16 (WEEKS PER SEMESTER)/ N WEEKLY HOURS.

TABLE 8

MEAN ACADEMIC YEAR SALARY COST OF FACULTY ACTIVITIES FOR PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	FACULTY ACTIVITIES SALARY COST*							
	INSTRUCTION		INSTRUCTION-RELATED		RESEARCH		PUBLIC SERVICE AND OTHER	
	PART	FULL	PART	FULL	PART	FULL	PART	FULL
UNIVERSITY A	$ 4550	$11550	$210	$3390	$ 190	$3620	$ 60	$2110
UNIVERSITY B	9750	11330	930	1950	7840	5730	310	1400
UNIVERSITY C	13660	13180	200	1050	20	3960	0	1270
UNIVERSITY D	12280	9340	700	2790	7180	4000	240	2370
UNIVERSITY E	5080	9690	440	1810	8580	5600	2910	3230
ALL UNIVERSITIES	$ 8220	$10920	$580	$1960	$3150	$5100	$ 930	$1910

*BASED ON MEAN ACADEMIC YEAR SALARY (TABLE 6) AND MEAN PERCENT TIME IN FACULTY ACTIVITIES (TABLE 4). FORMULA = SALARY X PERCENT.

Examination of the mean academic year salary costs of each faculty activity provides a more detailed understanding of the salary cost of faculty work. These activity costs are based on the mean percent time spent by faculty in faculty activities (see Table 4). As Table 8 indicates, for all universities combined, the salary cost of part-time faculty work per FTE is less than the salary cost of full-time work per FTE for each area of faculty activity. Time spent by part-time faculty in instruction costs an average of $8220 per FTE compared to $10,920 by full-time faculty; time spent by part-time faculty in instruction-related activity costs an average of $580 per FTE compared to $1960 by full-time faculty; the cost of part-time faculty research averages $3150 compared to $5100 for full-timers; and time spent by part-time faculty in public service and other activities averages $930 per FTE while the cost of similar activities by full-time faculty averages $1910 per FTE. However, this pattern does not hold at each institution. Closer inspection of Table 8 reveals that the cost of part-time faculty time spent in instruction is greater than that of full-time faculty at two institutions (Universities C and D). And, the cost of part-time faculty time spent in research is greater than that of full-time faculty at three institutions (Universities B, D, and E). Thus, while the salary rate of part-time faculty is generally less than that of full-time faculty, as illustrated in Table 6 and Table 7, the cost of work in an activity may not be less depending upon institutional salary rates and the time spent by faculty in the activity.

A comparison of the cost of the part-time faculty instructional load with the cost of the full-time faculty instructional load indicates clearly that, in the area of instruction, part-time faculty cost less. Table 9 reveals this comparison in detail. For each measure of instructional load--courses, students, student credit hours--part-time faculty cost per FTE is at least half of full-time faculty cost for all institutions combined. The cost of a course taught by part-time faculty averages $1120 per FTE compared to $2240 for a course taught by full-time faculty. Similarly, the per student cost for part-time faculty is $40 compared to $90 for full-time faculty, and the per student credit hour cost is $10 compared to $40 for full-time faculty. This pattern holds for each university.

Conclusions

This research has examined and compared the work and salary cost of part-time faculty relative to full-time faculty in five public state universities. A number of conclusions concerning part-time faculty in the university setting may be drawn.

First, the number of part-time university faculty was surprisingly less than might have been expected based on reports of 20 to 25% part-time university faculty nationwide. The reasons for this difference are not clear; however several explanations may be offered. Part of the difference may be due to inclusion of only regular daytime part-time faculty and selected disciplines in our study; another factor which may result in inflated national statistics are medical school faculty, more than half of whom are part-time in many institutions;

TABLE 9

MEAN SEMESTER SALARY COST OF INSTRUCTIONAL LOAD OF PART- AND FULL-TIME FACULTY PER FTE BY UNIVERSITY

	INSTRUCTIONAL LOAD COST*					
	PER COURSE		PER STUDENT		PER STUDENT CREDIT HOUR	
	PART	FULL	PART	FULL	PART	FULL
UNIVERSITY A	620	2230	20	100	6	30
UNIVERSITY B	NA	NA	NA	NA	NA	NA
UNIVERSITY C	1420	2000	50	70	20	30
UNIVERSITY D	930	1620	50	70	20	24
UNIVERSITY E	1220	1530	60	80	30	40
ALL UNIVERSITIES	1120	2240	40	90	10	40

*BASED ON THE COMBINED COST OF INSTRUCTION AND INSTRUCTION-RELATED ACTIVITIES (TABLE 8) AND THE MEAN FACULTY INSTRUCTIONAL LOAD (TABLE 5). FORMULA = ACTIVITIES COST/MEAN INSTRUCTIONAL LOAD.

also, it is possible that national figures include administrators which our study did not. Finally, it is possible that the institutions in our study represent the low extreme of part-time faculty distribution in universities.

A second conclusion based on our study is that there is no consistent pattern in the work of part-time faculty. Several institutional patterns emerged. One indicates a reliance upon part-time faculty primarily for instruction (Universities A and C). Another pattern indicates a reliance upon part-time faculty primarily for research (University E), and a third pattern indicates reliance upon part-time faculty for both activities (Universities B and D). These differences are perhaps due to accounting procedures at individual institutions which caused research faculty to be omitted from our study.

The third conclusion is in the area of cost; part-time faculty do cost less at each institution when hourly wage rates are calculated. The instructional load cost of part-time faculty is also less at each institution.

Implications for Policy and Research

These conclusions suggest several implications for policy development and for further research on part-time university faculty.

In the area of policy, an important question is raised by the absence of the anticipated large numbers of part-time faculty. What is the place of part-time faculty in the university? Should we be "Making Room for Junior Scholars," as the

general secretary of the AAUP recently suggested (Baratz, 1978)? Administrators do speak of the financial benefits of part-time faculty (McCabe and Bezner, 1978); however it does not appear that the issue of the long-term benefits of bringing new talent into higher education on a part-time basis has been addressed (Blackburn, 1978). A related policy issue concerns the appropriate work of part-time faculty; the institutions in our study exhibited different patterns, several relying upon part-timers almost exclusively for instruction, others assigning their duties to instruction and research. Certainly the possibilities for assigning work to part-time faculty are as varied as the multiple duties which university faculty perform. Conventional wisdom suggests, however, that most universities have not explored in depth these possibilities for assigning work to part-time faculty in a manner which deals comprehensively with part-timers as a valuable manpower resource. A third policy issue concerns the salary paid to part-time faculty; is it equitable and fair to pay part-time faculty less than full-time faculty? Should other concerns besides the market enter into administrative decisions on part-time faculty salary? Part-time faculty litigations to achieve "equal pay for equal work" have generally been rejected by the courts on the grounds that part-time faculty work is different from full-time faculty work (Leslie and Head, 1979). While this may be true, does it mean that institutions, such as University A in our study which uses part-timers primarily for instruction and pays them a quarter of full-time wages, place less value upon some faculty duties than upon others?

Exploration of these and other policy issues requires further research on part-time university faculty. We need more information on part-timers. What are their qualifications? What is their perceived impact upon students and faculty? How many are there for all fields? And we need more information on creative ways to utilize part-time faculty. Are there universities which have dealt creatively with part-time faculty as a resource, both in terms of short- and long-range institutional goals? If so, what is their experience? Finally, are there other sectors of the economy whose use of part-time employees offers insight into how we might best utilize this resource in higher education.

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